

**WISCONSIN SPECIAL EDUCATION PARENT SURVEY**  
**SPP INDICATOR #8**

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## Welcome!

We invite you to fill out a survey for us. We are the Special Education Team of the Wisconsin Department of Public Instruction (WDPI). This is a survey for parents of children and youth with disabilities. It is to ask about how your school joins with you as a partner in your child's education.

We are required to collect this information by federal law. The law is the Individuals with Disabilities Education Act (IDEA 2004). We will use your answers to give better services to children and youth with disabilities and their families. We need your help to do this. Your privacy is also important. Your answers go straight to an agency outside of Wisconsin. You can be sure that your school and WDPI will not know who gave your answers. Your answers will not change your child's education or services.

Thank you for taking the time to fill out the survey. The full survey should take about 20 minutes or less to complete. Before you start, please click the button below to read the *Consent Statement*.

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# Consent Statement

Please read this Consent Statement carefully. See "Contact Information" below if you have questions about agreeing to fill out the survey.

**Reasons for the Survey:** The Office of Special Education Programs of the U.S. Department of Education requires W DPI to collect information. Some of the information must be about parent and school involvement in their child's special education program. The information helps the W DPI and schools give better services to children and youth with disabilities and their families.

**Risks of Filling Out the Survey:** There are no risks to you if you fill out this survey. Your answers will not change the special education or services that the school gives to your child.

**Privacy:** A separate agency outside of Wisconsin will keep your own answers to this survey private. W DPI cannot link you or your child to your answers in any reports. All reports will combine answers from many parents.

**Voluntary Nature for Filling Out the Survey:** W DPI is required to collect information from parents about their experiences with schools. You are not required to give the information. You can decide to fill out the survey or not to fill out the survey. Your decision will not change your relationships with W DPI or your school.

**Contact Information:** If you should have any further questions about this survey, please feel free to contact XXXXXX.

If you agree to complete the survey, click on the "Yes" box below. If not, click on the "No" box.



Yes, I agree to fill out the survey.



No, I do not agree to fill out the survey.

## Directions for Filling Out the Survey:

Think about the child named in the letter that the school sent to you. Read each item and mark your answer for that child. For each item, mark one of the following: "Very Strongly Agree," "Strongly Agree," "Agree," "Disagree," "Strongly Disagree," and "Very Strongly Disagree." If you have difficulty with any of the items, please make a "best guess." If an item does not apply to you or your child, mark "Does Not Apply."

Before you can begin, please indicate the age range that your child belongs to by selecting the appropriate options below.

- ☐ My child is between 3 to 5 years old.
- ☐ My child is between 6 to 18 years old.

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	Very Strongly Disagree	Strongly Disagree	Disagree	Agree	Very Strongly Agree
1. I have an equal partner with teachers and professionals in planning my child's program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I received special assistance (such as child transportation) so that I could participate in the Individualized Education Program (IEP) meeting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. During the IEP meeting, we discussed how my child can participate in statewide assessments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. During the IEP meeting, we discussed accommodations and modifications that my child would need.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Concerns and recommendations were discussed on the IEP.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Very Strongly Disagree

Strongly Disagree

Disagree

Agree

Strongly Agree

Very Strongly Agree

Does Not Apply

Very Strongly Disagree  
Strongly Disagree  
Disagree  
Agree  
Strongly Agree  
Very Strongly Agree  
Does Not Apply

- Very Strongly Disagree
- Strongly Disagree
- Disagree
- Agree
- Strongly Agree
- Very Strongly Agree
- Does Not Apply

8. I have been asked for my opinion about how well special education services are meeting my child's needs.

9. My child's evaluation report is written in terms I understand.

10. Written information I receive is written in an understandable way.

11. Teachers are available to speak with me.

### Teachers and Administrators

12. Teachers treat me as a team member.

13. ...seek out parent input.

14. ...show sensitivity to the needs of students with disabilities and their families.

15. ...encourage me to participate in the decision-making process.

16. ...respect my cultural heritage.

17. ...ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).

Very Strongly Disagree

Strongly Disagree

Disagree

Agree

Strongly Agree

Very Strongly Agree

Does Not Apply

## The School

18. ...has a person on staff who is available to answer parents' questions.
19. ...communicates regularly with me regarding my child's progress on IEP goals.
20. ...gives me choices with regard to services that address my child's needs.
21. ...offers parents training about special education issues.
22. ...offers parents a variety of ways to communicate with teachers.
23. ...gives parents the help they may need to play an active role in their child's education.
24. ...provides information on agencies that can assist my child in the transition from school.
25. ...explains what options parents have if they disagree with a decision of the school.

Very Strongly Disagree

Strongly Disagree

Disagree

Agree

Strongly Agree

Very Strongly Agree

Does Not Apply

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### Positive School Climate

26. I feel welcome at my child's school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. I believe my child feels a sense of belonging at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. Teachers communicate regularly with me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. School staff see me as a partner in my child's education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. The district provides me with the training I need to help my child at home with school work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. Teachers give assignments or school projects that require my child and me to work together (e.g. a family tree project or interviewing parents about their careers).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. Students and teachers at my child's school have positive relationships.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. My child has friends at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. I communicate high expectations for my child to do well in school and graduate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Very Strongly Disagree

Strongly Disagree

Disagree

Agree

Strongly Agree

Very Strongly Agree

Does Not Apply



Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
provides my child with opportunities for learning in the community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
given choices between different	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
participates in extracurricular activities at	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
supports are available at school to	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
complete homework assignments,	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
and stay focused on school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
classes that interest him/her.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- Policies and Procedures**
41. The district shares school policies and procedures with me.

Does Not Apply

Does Not Apply

42. I believe that the following school policies and procedures address my child's needs:

- |               |                       |                       |                       |                       |                       |                       |                       |                       |
|---------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a. attendance | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. truancy    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. retention  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. discipline | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. graduation | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

43. Please write any additional information that you think is important for improving the special education services students with disabilities receive:

### General Information

44. My child goes to school in school district number:  
*Type in the School District Number in the box below. The School District Number is in the letter that the school sent to you.*

45. My child's age in years:

46. My child's grade in school is:

Please Select

47. My child first started receiving special education services (i.e., IFSP or IEP) in grade:

Please Select 

48. The race or ethnicity that best describes my child is:

Please Select 

49. My child is eligible to receive special education services in the category:

Please Select 

50. My answers to this survey were entered into the computer by:

- ☐ Myself
- ☐ A school district staff person assisting me
- ☐ Parent or community member assisting me





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an and youth with disabilities in Wisconsin.

**Special Education  
Efforts and Quality of**

an equal partner in planning my  
special education.

IEP/IFSP decision-making process.

gs are scheduled at a time and  
venient for me.

tions are included on the IEP/IFSP.

SP covers all the things it should.

Very Strongly Disagree

Strongly Disagree

Disagree

Agree

The survey has 20 questions and will take about 20 minutes or less to complete. Thank you for your time. Your answers will help improve services to all children and youth with disabilities in Wisconsin.

Preschool Special Education  
Partnership Efforts and Quality of  
Services

1. I am considered an equal partner in planning my child's preschool special education.
2. I am part of the IEP/IFSP decision-making process.
3. IEP/IFSP meetings are scheduled at a time and place that are convenient for me.
4. My recommendations are included on the IEP/IFSP
5. My child's IEP/IFSP covers all the things it should.
6. My child's IEP/IFSP tells how my child's progress will be measured.
7. My child's IEP/IFSP goals are written in a way that I can work on them during daily routines.

Very Strongly Disagree

Strongly Disagree

Disagree

**Agree**

Strongly Agree

Very Strongly Agree

Does Not Apply

- [illegible]

**People from preschool special education, including teachers and other service providers:**

- [illegible]

**People from preschool special education, including teachers and other service providers:**

18. People from preschool special education, including teachers and other service providers, are willing to learn about the needs of my child. ☐ Very Strongly Disagree ☐ Strongly Disagree ☐ Disagree ☐ Agree ☐ Strongly Agree ☐ Very Strongly Agree ☐ Does Not Apply

19. People from preschool special education, including teachers and other service providers, expect positive outcomes for my child. ☐ ☐ ☐ ☐ ☐ ☐ ☐

20. People from preschool special education, including teachers and other service providers, seek out family input. ☐ ☐ ☐ ☐ ☐ ☐ ☐

**People from preschool special education, including teachers and other service providers:**

21. People from preschool special education, including teachers and other service providers, seek out information regarding my child's disability. ☐ ☐ ☐ ☐ ☐ ☐ ☐

22. People from preschool special education, including teachers and other service providers, provide me with clear written information about my child. ☐ ☐ ☐ ☐ ☐ ☐ ☐

23. People from preschool special education, including teachers and other service providers, provide me with information in my native language or in another language I understand. ☐ ☐ ☐ ☐ ☐ ☐ ☐

24. People from preschool special education, including teachers and other service providers, provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps). ☐ ☐ ☐ ☐ ☐ ☐ ☐

25. People from preschool special education, including teachers and other service providers, are available to speak with me. ☐ ☐ ☐ ☐ ☐ ☐ ☐

26. People from preschool special education, including teachers and other service providers, have a person on staff that is available to answer parents' questions. ☐ ☐ ☐ ☐ ☐ ☐ ☐

27. People from preschool special education, including

teachers and other service providers, treat me as an equal team member.

☐☐☐☐☐☐☐

28. People from preschool special education, including teachers and other service providers, encourage me to participate in the decision-making process.

☐☐☐☐☐☐☐

29. People from preschool special education, including teachers and other service providers, respect my culture.

☐☐☐☐☐☐☐

30. People from preschool special education, including teachers and other service providers, value my ideas.

☐☐☐☐☐☐☐

**People from preschool special education, including teachers and other service providers:**

31. People from preschool special education, including teachers and other service providers, ensure that I have fully understood my rights related to preschool special education.

☐☐☐☐☐☐☐

32. People from preschool special education, including teachers and other service providers, communicate regularly with me regarding my child's progress on IEP/IFSP goals.

☐☐☐☐☐☐☐

33. People from preschool special education, including teachers and other service providers, give me options concerning my child's services and supports.

☐☐☐☐☐☐☐

34. People from preschool special education, including teachers and other service providers, provide services to my child in a timely way.

☐☐☐☐☐☐☐

35. People from preschool special education, including teachers and other service providers, provide my child with all the services listed on my child's IEP/IFSP.

☐☐☐☐☐☐☐

36. People from preschool special education, including teachers and other service providers, consult with

☐☐☐☐☐☐☐

Very Strongly Disagree

Strongly Disagree

Disagree

Agree

Strongly Agree

Very Strongly Agree

Does Not Apply

me to set appropriate learning goals for my child.

37. People from preschool special education, including teachers and other service providers, provide me with strategies to deal with my child's behavior.

38. People from preschool special education, including teachers and other service providers, give me enough information to know if my child is making progress.

39. People from preschool special education, including teachers and other service providers, give me information about the approaches they use to help my child learn.

40. People from preschool special education, including teachers and other service providers, give me information about the research that supports the approaches they use to help my child learn.

**People from preschool special education, including teachers and other service providers:**

41. People from preschool special education, including teachers and other service providers, give me information about organizations that offer support for parents (for example, Parent Training and Information Centers, Family Resource Centers, disability groups).

42. People from preschool special education, including teachers and other service providers, offer children without disabilities and their families the opportunity to learn about children with disabilities.

43. People from preschool special education, including teachers and other service providers, work together with my child's preschool program (e.g., preschool, child care or Head Start) to carry out my child's IEP/IFSP plan.

44. People from preschool special education, including teachers and other service providers, offer parents

Very Strongly Disagree

Strongly Disagree

Disagree

Agree

Strongly Agree

Very Strongly Agree

Does Not Apply



training about preschool special education.

45. People from preschool special education, including teachers and other service providers, offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail). ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
46. People from preschool special education, including teachers and other service providers, explain what options parents have if they disagree with a decision made by the preschool special education program. ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
47. People from preschool special education, including teachers and other service providers, invite parents to help train staff. ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
48. People from preschool special education, including teachers and other service providers, give parents the help they may need, such as transportation, to play an active role in their child's learning and development. ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
49. People from preschool special education, including teachers and other service providers, offer supports for parents to participate in training workshops. ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
50. People from preschool special education, including teachers and other service providers, connect families with one another for mutual support. ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

### General Information

51. My child goes to school in school district number:

Type in the School District Number in the box below. The School District Number is in the letter that the school sent to you.

52. My child's age in years:

53. My child's grade in school is:

Please Select

54. My child first started receiving special education services (i.e., IFSP or IEP) in grade:

Please Select

55. The race or ethnicity that best describes my child is:

Please Select

56. My child is eligible to receive special education services in the category:

Please Select

57. My answers to this survey were entered into the computer by:

- ☐ Myself
- ☐ A school district staff person assisting me
- ☐ Parent or community member assisting me

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